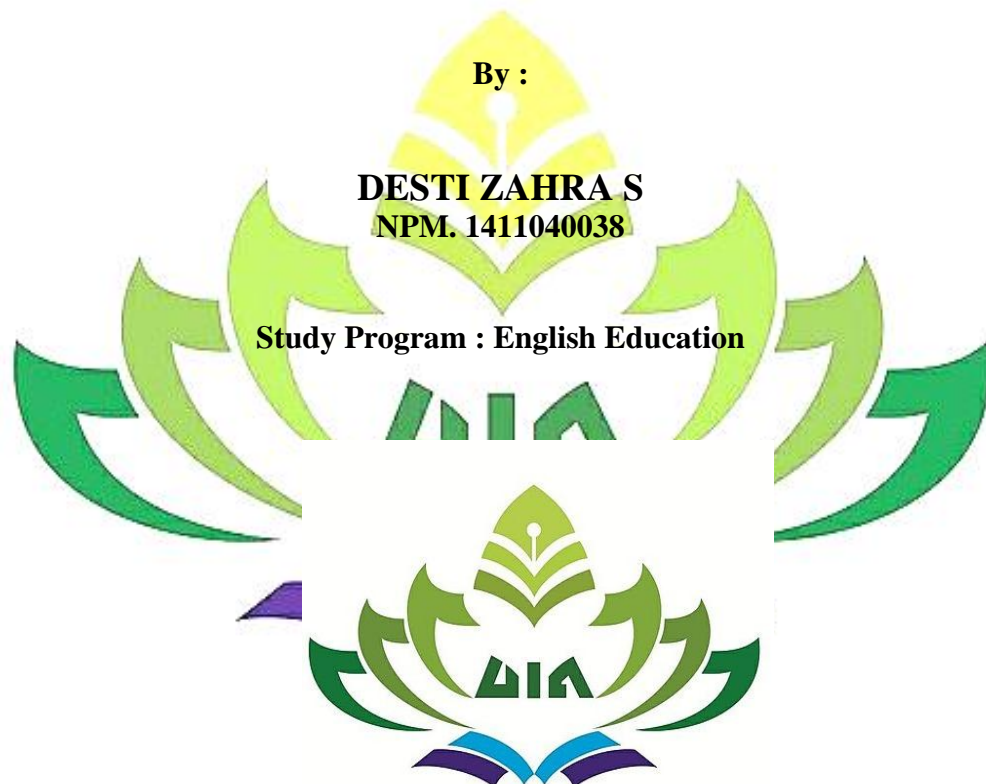


**THE INFLUENCE OF USING DISCOVERY
LEARNING MODEL TOWARDS STUDENTS'
WRITING ABILITY IN DESCRIPTIVE TEXT AT THE
FIRST SEMESTER OF THE TENTH GRADE OF SMA
MUHAMMADIYAH 2 BANDAR LAMPUNG IN THE
ACADEMIC YEAR 2018/2019**

A THESIS

**Submitted as a Partial Fulfillment of
The Requirements S-1 Degree**



**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG
1440 H / 2019 M**

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A Thesis

Submitted as a Partial Fulfillment of The Requirements S-1 Degree

By :

**DESTI ZAHRA S
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Study Program : English Education

Advisor	: Prof. Dr. Idham Kholid, M.Ag
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**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG
1440 H / 2019 M**

ABSTRACT

THE INFLUENCE OF USING DISCOVERY LEARNING MODEL TOWARDS STUDENTS' WRITING ABILITY IN DESCRIPTIVE TEXT AT THE FIRST SEMESTER OF THE TENTH GRADE OF SMA MUHAMMADIYAH 2 BANDAR LAMPUNG IN THE ACADEMIC YEAR 2018/2019

By:
Desti Zahra S

This research is conducted based on the phenomena taking place in school that are many students often consider writing difficult especially descriptive text. Descriptive text is a text that has function to describe an object clearly. In this case, the researcher applied Discovery Learning Model in teaching writing descriptive text. The purpose of this research is to find out whether there is an influence of using Discovery Learning Model towards students writing ability in descriptive text at the first semester of the tenth grade of SMA Muhammadiyah 2 Bandar Lampung in the academic year 2018/2019.

This is quasi experimental design with pre-test post-test in experimental class and control class. The population in this research was the students at the first semester of the tenth grade of SMA Muhammadiyah 2 Bandar Lampung. By having cluster random sampling, class X MIA 3 was chosen as the experimental class and X IIS 1 as the control class. In collecting the data, the researcher used the instruments of pre-test and post-test. Pre-test was conducted before the treatment and post-test was conducted after the treatment was done only to the experimental class while the control is taught of using freewriting technique. In this case, the instrument was writing test. After giving the pre-test and post-test, the researcher analyzed the data using SPSS.

The result of the analyzing the data by using SPSS was Sig. (2-tailed) of the equal variance assumed was 0.000. Then the result was consulted to the level significance. While H_a is accepted if $\text{Sig. (p}_{\text{value}}) < \alpha = 0.05$ and H_o is accepted if $\text{Sig. (p}_{\text{value}}) > \alpha = 0.05$. So, H_a was accepted. In other words, it could be concluded that is significant influence of using Discovery Learning Model towards students writing ability in descriptive text at the first semester of the tenth grade of SMA Muhammadiyah 2 Bandar Lampung in the academic year 2018/2019.

Keywords : *Discovery Learning, Writing, Quasi Experimental Design, Writing Ability.*

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APPROVED

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ADMISSION

A thesis entitled: **“THE INFLUENCE OF USING DISCOVERY LEARNING MODEL TOWARDS STUDENTS’ WRITING ABILITY IN DESCRIPTIVE TEXT AT THE FIRST SEMESTER OF THE TENTH GRADE OF SMA MUHAMMADIYAH 2 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2018/2019”**, By: **DESTI ZAHRA S. NPM: 1411040038**, Study Program: **English Education**, was tested and defended in the examination held on **Thursday, February 21st 2019**

Board of Examiners:

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MOTTO

ن وَالْقَلَمِ وَمَا يَسْطُرُونَ (١)

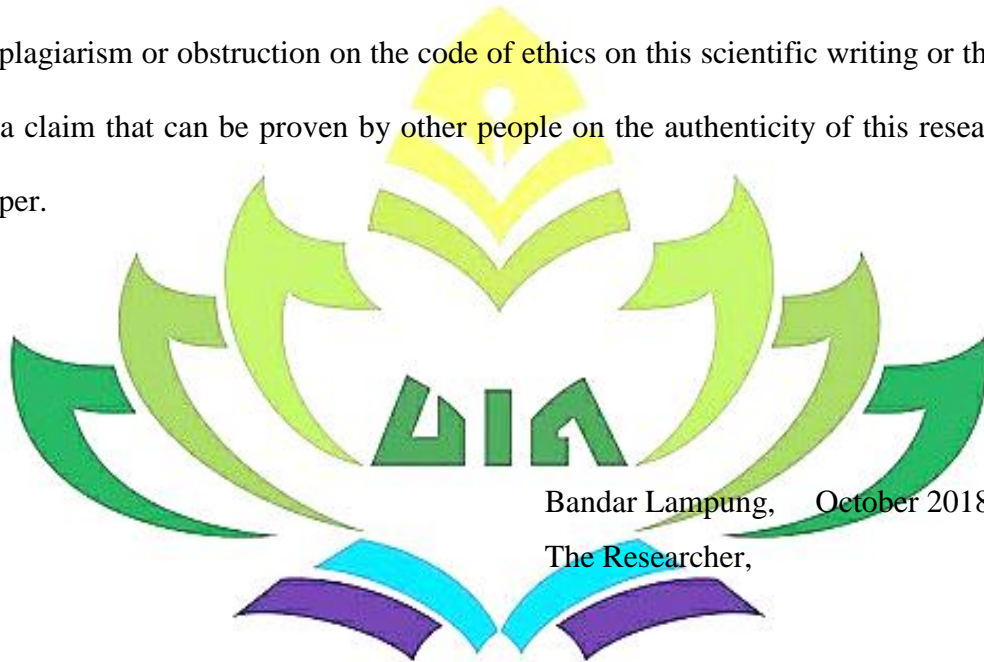
“Nun. By the Pen and the (Record) which (men) write.” (QS. Al-Qalam : 1)¹



¹ Abdullah Yusuf Ali, *The Holy Quran (koran)* From a version revised by the Presidency of Islamic Researchers (King Fahd Holy Quran Printing Complex, 1987) p.292

DECLARATION

Hereby, I stated this thesis entitleds “The Influence of Using Discovery Learning Model towards Students’ Writing Ability in Descriptive text at the First Semester of The Tenth Grade of SMA Muhammadiyah 2 Bandar Lampung in the Academic Year 2018/2019”. The research paper is honestly my own writing and I have never done any plagiarism or taken other people’s thinking or writing which contradict with the code of ethics in scientific writing. By having states this declaration, I am ready to take the consequences if someday it is found that there is plagiarism or obstruction on the code of ethics on this scientific writing or there is a claim that can be proven by other people on the authenticity of this research paper.



Bandar Lampung, October 2018

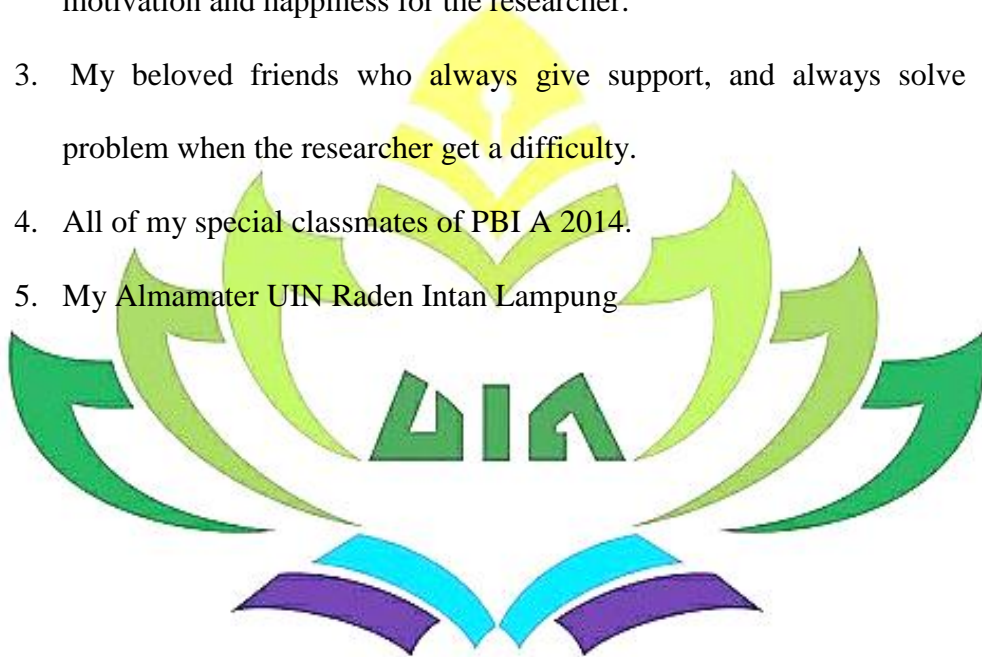
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DEDICATION

This thesis is dedicated to :

1. My beloved parents (Adi Sukarman and Handayani) who always devote their affection, give advice till the researcher finished in arranging this thesis and always prays to my successful. Thanks for giving the researcher spirit.
2. My beloved partner Miko Rizky Budianto, who always give love, support, motivation and happiness for the researcher.
3. My beloved friends who always give support, and always solve my problem when the researcher get a difficulty.
4. All of my special classmates of PBI A 2014.
5. My Almamater UIN Raden Intan Lampung



ACKNOWLEDGEMENT

All praises be to Allah *Azza wa Jalla*, who has given the researcher mercy and blessing in life until this thesis untitled “The Influence of Using Discovery Learning Model towards Students’ Writing Ability in Descriptive Text at The First Semester of The Tenth Grade of SMA Muhammadiyah 2 Bandar Lampung In the Academic Year 2018/2019” can be completely finished as requirement for the Degree of Bachelor of Education in English Education.

The researcher realizes that I cannot complete this thesis without support, cooperation, help and encouragement from a lot of people. Therefore, in this occasion the researcher would like to give her sincere thanks to all of them, especially to:

1. Prof. Dr. H. Chairul Anwar, M.Pd., the Dean of Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung with his personel, who has given an opportunity and forbearance to the researcher when in going the study until the accomplishment of this thesis.
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6. My beloved friends Nero Squad (Ahmad Nashirudin, Anggunan Restu Ayu, Arlin Carolin Jonanda, and Tri Herdiyanti) who always give support, and always solve my problem when the researcher get a difficulty.
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8. Dra. Hj. Iswani, the Headmaster of SMA Muhammadiyah 2 Bandar Lampung for allowing the researcher conducting the research; to English teacher of SMA Muhammadiyah 2 Bandar Lampung, Zuniyawati, M.Pd for being helpful during the research process and giving suggestion during the research.
9. All of my classmates PBI A 2014 wish you all the best, my pals.

The researcher realizes that this thesis is still far from perfection, so that I expect constructive suggestion and criticism from all side for the perfection of this thesis project. Finally, the researcher expects that this thesis would be useful for further study.

Bandar Lampung, October 2018

The Researcher,

Desti Zahra S

NPM. 1411040038

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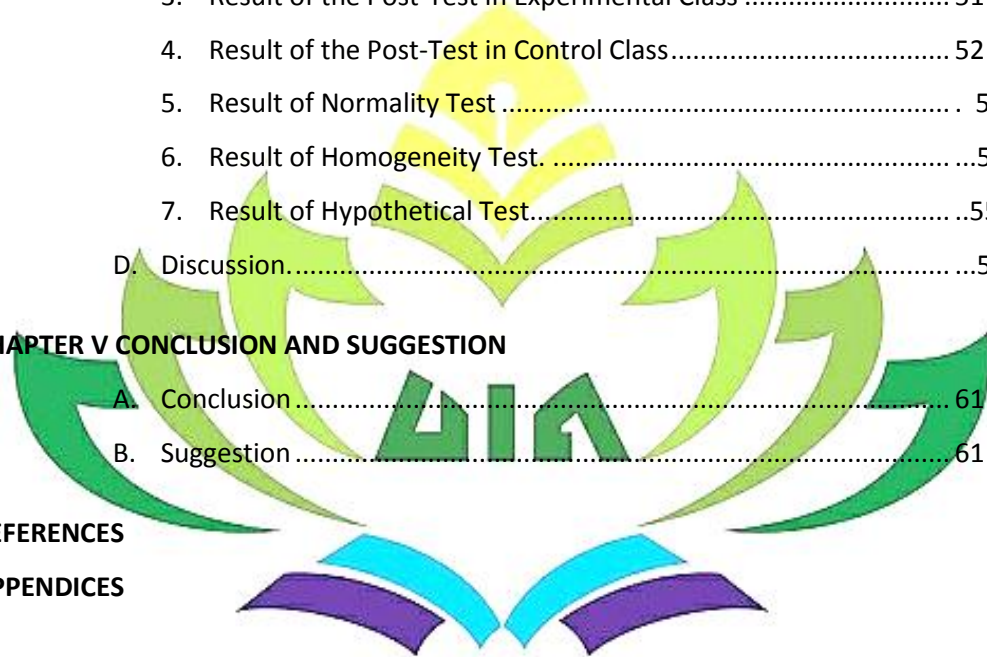
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CHAPTER I INTRODUCTION

A. Background of Problems

Writing is a way to talk to the reader by using text to give information. Brain states that writing is one of the four basic skills. The students start learning to communicate through written form as they begin to interact with others at school level. The writing skill is more complicated than that of other language skills.² It means that, writing is not just copying words and sentences, but also developing and pouring thoughts in a regular writing structure. Furthermore, writing is one of the keys to successful students in school because writing is an important supporting factor in the implementation of school curriculum.

According to Chastain , writing is a basic communication skill and a unique asset in the process of learning a second language.³ It means that, writing as a communication activity that used language as its medium. It means that writing is an indirect communication by utilizing the structure of language and vocabulary so it can be read.

Richard said that writing is a complex process, involving dozens of previously acquired skills from handwriting and spelling to syntax and

¹Muhammad Javed, Wu Xiao Juan, Siama Nazli. *A Study of Students' Assessment in Writing Skills of the English Language*. *International Journal of Instruction*. Vol. 6 No. 2 (July 2013),Pp.130-144. Online. Available at http://www.e-iji.net/dosyalar/iji_2013_2_9.pdf (accessed April 7th,2018),p.130

³ Mehdi Mirlohi, *The Effect of Instruction on Writing Performance of Intermediate EFL Persian Students*, *International Journal of Linguistics*. Vol. 4 No. 4 (Desember 2012), Pp.325-343. Online.Available at www.citeseerx.psu.edu (accessed April 7th, 2018),p. 327

organization.⁴ It means that writing is the final skill students must have after listening, speaking, and reading. Because writing helped someone express his ideas and ideas into written language. It can be concluded that writing is a productive and expressive activity to devote or describe ideas, opinions, and thoughts in writing so that others will understand the purpose and purpose of the text.

In language learning, the purpose of writing was to reinforce and support oral language development. Based on the competence standard of writing at the tenth grade of Senior high school, students were expected to be able to express ideas written text in the form of descriptive, narrative, recount, procedure, report, news items, explanation, discussion, and review.

In fact, many students find difficulties in writing. Byrne said grammatical problems, mechanical problems, sentence structure problems and problems of diction are linguistic problems that hamper students' effective writing in English.⁵ It means that students were still less understanding of the spelling, language structure and punctuation of the writing. Additionally, students had limited time and opportunity to practice writing. They only practice writing during the classroom teaching. However students should have much time and opportunities to practice writing, in order want to be good in writing.

⁴ Richard Veit, Christopher Gould and John Clifford, *Writing, Reading, and Research* (New York: Macmillan Publishing Company, 1990), p.4

⁵ Dr. Ibrahim Mohamed Alfaki, *University Students' English Writing Problems: Diagnosis and Remedy*, *International Journal of English Language Teaching*. Vol.3, No.3. (May 2015), Pp. 40-52. Online Available at www.eajournals.org (accessed April 7th 2018), p.44

Based on preliminary research in SMA Muhammadiyah 2 Bandar Lampung on January 24th 2018, the students' writing ability was still low. It can be seen on the table below:

Table 1
Students Score in Writing Test

No	Students' Score	Number of Students	Percentage
1	<75	102	69.44%
2	≥75	60	30.56%
		162	100%

Source: English teacher of tenth grade of SMA Muhammadiyah 2 Bandar Lampung

The criteria of minimum mastery (KKM) score for English subject especially in writing at SMA Muhammadiyah 2 Bandar Lampung is 75 . Meanwhile, from the data in Table 1, it can be seen that from one hundred and seventy five students of the tenth grade of SMA Muhammadiyah 2 Bandar Lampung. There are 102 students (69.44%) got score under 75. The students still face difficulties in mastering writing.

Those problems were found by the result of interview with the students when preliminary research. The writer found some problems that cause students' writing ability still low such as: the students have lack of vocabulary and they are scare to arrange the sentences. So, the students are not interested in teacher's writing strategy.

Furthermore, the English teacher Zuniyawati, M.Pd as one of English teacher in tenth grade at SMA Muhammadiyah 2 Bandar Lampung asked

about student's difficult in writing because the students can not figure out the ideas to write and they lack of vocabularies and also the students were still confused in grammar, verb in the text. It indicates, there are many problems that are faced by the teacher in teaching writing. Most of problems come from the students. The students had limited vocabulary. They also feel difficult to figure out their idea in writing and still confused in grammar, verb when the students write something.

Teacher had improved his teaching method, and create interesting atmosphere to grow student's motivation. Therefore, although students had limited time and opportunity to practice writing they can practice maximally in the classroom. To solve the problems dealing with student writing, it is important that teacher find an effective method to teach writing that can make the student's writing ability improved.

From the students and teacher problems above, the research purpose use interesting model in teaching writing by using Discovery Learning. There are some reasons why choose this title because by using Discovery Learning can influence, increase the students' writing ability especially in descriptive text, may help the students explore their creativity and learn process to be more enjoyable. According to Van Joolingen , Discovery learning is a learning model, where students build their own knowledge by conducting experiment to find a principle from such experiment. ⁶ It is through this way

⁶ Mardia Hi Rahman. *Using Discovery Learning to Encourage Creative Thinking. International Journal of Social Sciences & Educational Studies (ISSN) Vol.4, No.2 (October 2017). Pp.98-103. Online. Available at www.ijsees.org (accessed April 5th, 2018), p.99*

that students may experience mental processes by themselves; the teacher merely guides and instructs them. By using discovery learning, students can also think analysis and try to solve their problem by themselves.

Based on previous research by Dina Amaliya Musthoza on title “Discovery learning in teaching report writing for junior high school students based on 2013 curriculum”. The result is the student had increased in writing. this is supported by the student score given by the previous researcher.⁷ The second previous research by Daniar Sofeny with the title “The Effectiveness of Discovery Learning in Improving English Writing Skill of Extroverted and Introverted Students”.⁸ The result is teaching writing skill through the used of discovery learning to introverted students was less effective.

From the explanation above, the differences between previous researcher and researcher are the first previous research used qualitative research and used the report text, and the second previous research explain about personality students based in writing skill. In this case the researcher used quantitative research and used descriptive text.

Based on the statement above will be conducted a research entitled: The Influence of Using Discovery Learning Towards Students Writing Ability in Descriptive Text at the First Semester of the Tenth Grade of SMA Muhammadiyah 2 Bandar Lampung In the Academic Year 2018/2019.

⁷ Dina Amaliya Musthoza, *Discovery Learning in Teaching Report Writing for Junior High School Students Based on 2013 Curriculum*. (2015-2016)

⁸ Daniar Sofeny, *The Effectiveness of Discovery Learning in Improving English Writing Skill of Extroverted and Introverted Students*. (2013-2014)

B. Identification of the Problems

Based on background of the problems above, some problems are founded:

1. Students lack of motivation in learning,
2. Students were lack of vocabulary,
3. Students writing score still low and,
4. Teacher still used ineffective technique,

C. Limitation of the Problem

Based on the identification of the problem above, the researcher focused the research on the influence of using discovery learning model towards students' writing ability in descriptive text. The material to be taught were about describe person and place.

D. Formulation of the Problem

The formulation of the problem in this research as follows: on “is there any significant influence of using Discovery learning towards students writing ability in descriptive text at the first semester of the tenth grade students of SMA Muhammadiyah 2 Bandar Lampung in academic year 2018/2019?”

E. Objective of the Research

This research is objected to know whether or not there is significant influence of using Discovery learning towards students' writing ability in descriptive text at the first semester of the tenth grade of SMA Muhammadiyah 2 Bandar Lampung in academic year 2018/2019.

F. Uses of the Research

1. Theoretical Uses

This research is hoped to be useful for the teacher , and other researchers as follows:

a. For the teacher

This research can be used as a reference and additional knowledge to increase the quality of teaching, especially in teaching writing.

b. For the other researchers

This research can be used as a reference for other or the next researchers who are going to conduct the same research dealing with writing descriptive text.

2. Scope of Research

1. The subject of research

The subject of research was the students at the first semester of the tenth grade of the SMA Muhammadiyah 2 Bandar Lampung.

2. The object of research

The object of research was used Discovery Learning towards students' writing ability in descriptive text.

3. The place of research

The place of research was in SMA Muhammadiyah 2 Bandar Lampung.

4. The time of research

The research was conducted at the first semester in the academic year 2018/2019.



CHAPTER II

LITERATURE REVIEW

A. Concept of Writing

Writing is one of the language skills that should be mastered by the students. Writing is one way to send the message or information from the writer to the reader. Therefore, it will invite both the writer and the reader in the communication process. According to Siahaan, writing is skill for communication between writer and reader. It is a product skill.⁹ It means that between the author and read there is a very close relationship. When we write something, then in principle we want that the writing is read by others. Raines states that writing is skill in which we express idea, feeling, and thought in written form by using eyes, hand and brain.¹⁰ It means that writing is skill that can be a toll for communicate using written form. In writing, we can express anything by using eyes, hand and brain.

Writing requires the process of reading, research, and improvement.. Sokolik as cited in Linse state that “writing is a combination of process and product. The process refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to reader”.¹¹ It means that we have to write by using good words so that it can

⁹ Sanggam Siahaan, *The English Paragraph*, Yogyakarta: Graha Ilmu, 2008, p.2

¹⁰ Ann Raines, *Technique in Teaching Writing*, Oxford: Oxford University Press, 1983, p.3

¹¹ Caroline T. Linse, *Practical English Language Teaching Young Learners*, New York: Mc. Grauhill Companies, 205, p.98

be understood by the reader, and the writer must be able to persuade and convince the reader by using a persuasive language style. Oshima and Hogue state that writing is a progressive activity that needs many steps. It needs some actions.¹² It means that when the writer begins write something, he or she must think hardly what to write and how to write it. Then after the writer finished writing, he or she must do correction or editing

Based on the explanation above, thus, the conclusion is writing is an activity of expressing ideas in order to deliver message to the reader. Beside that writing can be called productive skill. It is a skill that needs process to develop, it needs much amount of practice to master. Someone does not only write related words or sentence, but also must be careful and concern about what to write and how to write, so that the message can be caught correctly by the reader.

B. Concept of Writing Ability

Writing is defined as a productive written language skill. Siahaan states that writing is the skill of a writer to communicate information to a reader or group of readers¹³. It means that we must have ability to express our ideas and thoughts in our writing clearly, so it can be understood by the reader. Writing also described as difficult skill because there are some of aspects that include in written work as Raimes who says, “writing is also reinforces the grammatical structures, idioms, and vocabulary. Thus, writing is

¹² Alice Oshima, Ann Hogue, *Introduction to Academic Writing* (3rd. Ed), New York: Wesley Longman, 1997, p.15

¹³ Sanggam Siahaan, *Issues in Linguistic* (Yogyakarta: Graha Ilmu, 2008),p.5

the ability to express idea that writer will use knowledge of structure and vocabulary to express the idea in written form”.¹⁴ It indicates that to produce good written work, the students should pay attention in their writing ability.

Heaton explains that, writing covers a number of knowledge and skills. They are as follows :

- a) Language use : the ability to write correct and appropriate sentences;
- b) Mechanical skills : the ability to use correctly those conventions peculiar to the written language, e.g punctuations and spelling;
- c) Treatment of content : the ability to think creatively and develop thoughts, excluding all irrelevant information;
- d) Stylistic skills : the ability to manipulate sentences and paragraphs and use the language effectively;
- e) Judgements skills : the ability to write in an appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organize, and order relevant information¹⁵.

Writing ability is one of the most important skills that must be mastered. If we are able to write well, it means we are able to communicate effectively. The reader can get the information from the writer about something explained through writing. Based on the explanation above, it can

¹⁴ Ann Raimes, *Techniques and Teaching Writing*, (New York: Oxford University Press, 1987), p.3

¹⁵ J.B Heaton, *Writing English Language Test*, (Cambridge: Cambridge University Press, 1975), p.135

be concluded that writing ability is an ability to communicate or express idea and thoughts on written form.

C. Aspects of Writing

Writing has some components that must be attended. Tribble states that there are five scoring criteria for scoring of writing, they are:

1. Content (the ability to think creatively and develop thoughts)
2. Organization (the ability to write in appropriate manner)
3. Vocabulary (the ability to use of word/idiom)
4. Language (the ability to write in appropriate structure)
5. Mechanics (the ability to use punctuation, capitalization, spelling and layout correctly).¹⁶ It means that in doing writing, the students have to attend the five components of writing in order to create good writing.

By seeing the statements above, it can be said that writing is varied and there are several aspects in writing that have to be paid attention in writing. By considering those aspects, students can compose a perfect writing and understandable by the reader.

D. Concept of Teaching Writing

Teaching writing is the activity to teach students how to communicate their ideas in the form of written text. In this sub chapter, the researcher will explain about teaching writing in further way. In teaching writing, the teacher

¹⁶ Cristopher Tribble, *Language Teaching Writing*, (London: Oxford University Press, 1996), p. 3

should be able to control the class activities in order to make the students can be able to master the material. A writing process is done through some stages. On each stage, students are engaged in a certain activity to construct their writing.

Furthermore, Richard and Renandya state that the process of writing consists of planning, drafting, revising and editing.¹⁷ On the planning stage, the students are encouraged to write. The drafting stage is focusing on the fluency of writing and is not pre occupied with grammatical accuracy or the neatness of the draft. Next, on the revising stage, the students re-write their text on the basis of feedback given in a responding stage. The students, on the editing stage, are engaged in tidying up their texts as they prepare the final draft for evaluation by the teachers.

In teaching writing, teachers should direct students' attention to how of text construction rather than what text is about. Thus, there are some stages of writing that teacher should concentrate in, as stated by Harmer as follow:

1) Planning

Before starting to write or type, the brainstorming ideas was done to help them decide what they are going to write.

2) Drafting

This first 'go' at a text is often done on the assumption that it will be amended later.

3) Editing (reflecting and revising)

¹⁷ Jack C. Richards, Willy A. Renandya, *Methodology in Language Teaching* (Cambridge: Cambridge University Press, 2002), p.304

The draft was produced and then, usually, read through what they have written to see where it works and where it does not. They may move paragraph around or write a new introduction. They may use a different form of words for a particular sentence. This editing are often helped by other readers (or editor) who comment and make suggestion.

4) Producing final version

Their draft were edited, making the changes they consider to be necessary, they produce their final version. Then, ready to send the written text to intended audiences.¹⁸

From the explanation above, it can be concludes that in teaching writing the teacher should engage students in writing activity. It means important since they have to guide and make sure the students pass all main activity in teaching writing.

E. Concept of Descriptive Text

Descriptive text is a text that gives information about particular person, place, or thing. Wishon states that descriptive text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, person or others.¹⁹ The characteristic features of a person, an animal or a particular thing become the focus of descriptive text. The point is that descriptive text gives a description of something in particular in order to help the people perceive it through words.

¹⁸ Jeremy Harmer, *How to Teach Writing*, (New York: Longman,2004), p.84-85

¹⁹ George E. Wishon and Julia M. Burks, *Let's Write English*, (New York: Litton Educational hing, 1980),p.128

According to Kane. “description is about sensory experience-how something looks, sounds, tastes.”²⁰ It means, description help someone to know specific information about something that is described. It helps someone to imagine something that is described, about taste, form and sound. It will be easier for someone. Further, Pardiyono states that descriptive writing is type of writing to described living and non-living things to reader.²¹ Thus, descriptive writing is kind of writing that describe the readers about living and no-living so that the readers can imagine it. Pardiyono also says that there are several things that we need to know and understand about descriptive writing. They are purpose, rhetorical structure, and grammatical pattern.²²

1) Purpose

Description is a type of written text which has the specific functions to give description about an object (human or non human)

2) Rhetorical structure

A descriptive text writing has generic structure, They are :

- a. Identification, general description about an object
- b. Description, specific description about an object

3) Grammatical Pattern

- a. Use declarative sentence
- b. Use simple present tense
- c. Use conjunction

²⁰ Thomas S. Kane, *Oxford Essential Guide to Write*, (New York: Oxford University Press, 2000), p. 33

²¹ Pardiyono, Pasto bisa, *Teaching Genre Based Writing*, (Yogyakarta: CV Andi Offset, 2007), p. 34

²² Ibid, p.34

In the case point, descriptive writing is a type of writing that describes about an object such as things, places, animals or people especially by using declarative sentence. This kind of writing describes an object so that the readers can imagine about the object because the writer describe it specifically.

4) The Example Descriptive Writing

Borobudur Temple

Identification

Borobudur is a Buddhist temple. It was built in the ninth century under Sailendra dynasty of ancient Mataram kingdom. Borobudur is located in Magelang, Central Java, Indonesia.

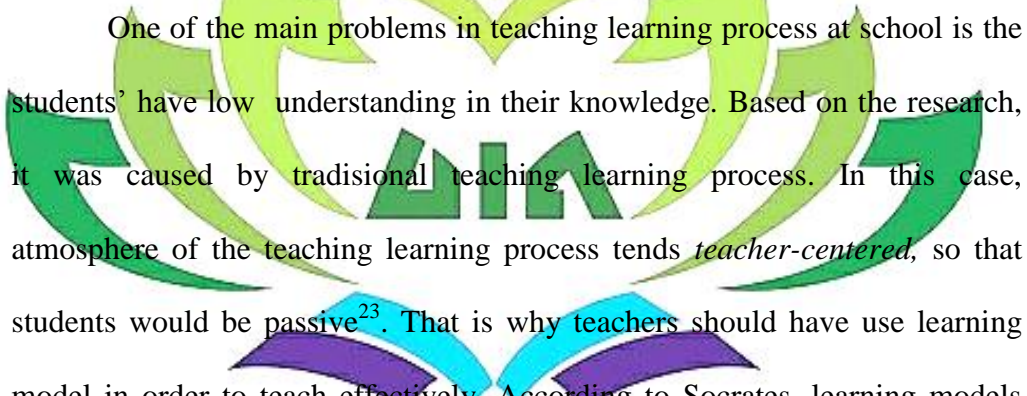
Description

Borobudur is well-known all over the world. Its construction is influenced by the Gupta architecture of India. The temple is constructed on a hill 46 meter high and consists of eight steps like stone terrace. The first five terraces are square and surrounded by walls adorned with Buddhist sculpture in bas-relief. The upper three are circular. Each of them is with a circle of bell shape-stupa. The entire upper structure is crowned by a large stupa at the center of the top circle. The way to the summit extends through some 4.8 km of passage and stairways. The design of Borobudur symbolizes the conception of universe in Buddhist cosmology. It is believed that the universe is divided into three spiritual spheres, kamadhatu, rupadhatu, and arupadhatu.

The first sphere, kamadhatu, represents respectively the sphere of desires where we are bound to our desires; the second sphere, rupadhatu, represents forms where we abandon our desires but are still bound to name and form; and the last sphere, arupadhatu, represents formlessness where there is no longer either name or form. Borobudur temple which is rededicated as an Indonesian monument in 1983 is a valuable treasure for Indonesian people. With its magnificent size and architecture, no wonder that Borobudur Temple includes 7 wonders of the world.

(Source : <http://britishcourse.com/20-contoh-descriptive-text-terbaik.php>)

F. Concept of Learning Model



One of the main problems in teaching learning process at school is the students' have low understanding in their knowledge. Based on the research, it was caused by tradisional teaching learning process. In this case, atmosphere of the teaching learning process tends *teacher-centered*, so that students would be passive²³. That is why teachers should have use learning model in order to teach effectively. According to Socrates, learning models provide teacher with an organized system for creating an appropriate learning environment, and planning instructional activities.²⁴

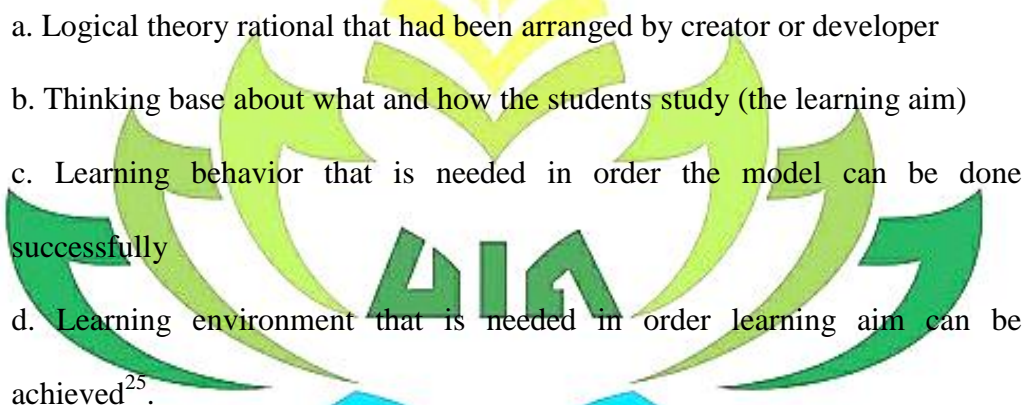
Learning model is a design or a pattern which is used as a compass of designing learning in class or tutorial of learning as well as to decide sets of

²³ Trianto, *Model-Model Pembelajaran Inovatif Berorientasi Konstruktik*, (Jakarta: Prestasi pustaka, 2007), p. 2.

²⁴ Socrates, *Foundation for Success pdf*, (accessed on 08-04-2018 at 22:02), p. 37.

teaching learning include books, films, computers, curriculum, etc. Whereas, Soekamto reveals that learning model is “skeleton of conceptual that indicates in systematic procedure in organizing study experience to achieve learning aims, and its function is as compass for learning designers and teachers in concerting teaching learning activity”.

Arends revealed “the term teaching model refers to a particular approach to instruction that includes its goals, syntax, environment, and management system”. The term of learning model has larger meaning than strategy, method or procedure. Learning model has four special characteristics that has not been from strategy, method or procedure. Here, they are :

- 
- a. Logical theory rational that had been arranged by creator or developer
 - b. Thinking base about what and how the students study (the learning aim)
 - c. Learning behavior that is needed in order the model can be done successfully
 - d. Learning environment that is needed in order learning aim can be achieved²⁵.

G. The Definition Of Discovery Learning

According to Joolingen in Mardia Hi Rahman, discovery learning is a learning model, where students build their own knowledge by conducting

²⁵ Trianto, *Model-Model Pembelajaran Inovatif Berorientasi Konstruktik*, (Jakarta: Prestasi pustaka, 2007), p. 5-6.

experiment to find a principle from such experiment²⁶. As a result, discovery learning is a model when the students are given chance by the teacher to try solve the problem by themselves that they are facing. It means that learning output is independently.

Illahi in Friska states that Discovery learning model is defined as a learning process that occurs when students are not presented with a lesson in its final form, but is expected to organize themselves²⁷. Therefore, discovery learning model is a model to improve the way of the active students' learning by discovering and investigating themselves, so the result that will get is permanent and memorable in their mind, it is unforgettable to students. By using discovery learning, students can also think critically and try to solve their problem by themselves.

According to Tota, discovery learning is a model for developing active student learning by finding out on their own, investigating on its own so that the results obtained will be long lasting in memory, not easily forgotten by students²⁸. It means that discovery learning can be called as an active learning, here, strategy for active learning has a purpose to make independent and creative growing in studying, so that students can make innovations.

²⁶ Mardia Hi Rahman. *Using Discovery Learning to Encourage Creative Thinking*. International Journal of Social Sciences & Educational Studies (ISSN). Vol.4,No.2 (October 2017). p.99

²⁷ Friska Bernadetta Siahaan. *Application of Discovery Learning Model for Solving System of Linear Equations Using GeoGebra*. International Journal of Applied Engineering Research (ISSN) . Vol.12, No.19 (2017) p. 9195

²⁸ Tota Martaida, Nurdin Bukit, & Eva Marlina G. *The Effect of Discovery Learning Model on Student's Critical Thinking and Cognitive Ability in Junior High School*. IOSR Journal of Research & Method in Education (IOSR-JRME) Vol.7, Issue.6. (Nov-Dec 2017) p.2.

Referring to the interpretation above, It can be concluded that definition of discovery learning from one expert to another expert are vary, but the meaning leads to the same perspectives. So, according to the researcher, discovery learning is an inquiry-based learning, constructivist learning theory that conduct in problem solving situations where the learner draws on his or her own past experience and existing knowledge to discover facts and relationships and new truths to be learned.

H. The Procedure Of Using Discovery Learning

According to Illahi in Friska, there are some steps of using discovery learning :

1. **Stimulation.** Teachers raise the question or ask the students to read or hear a description that includes the issue.
2. **Problem Statement.** The students were given the opportunity to identify problems and formulated in the form of a question or hypothesis.
3. **Data Collection.** To answer a question or to prove the hypothesis, the students were given the opportunity to collect data and information needed.
4. **Data Processing.** Event processing data and information has been obtained by the students, and then interpreted.
5. **Verification.** Based on the results of processing and Opera-existing hypothesis formulated question should be checked beforehand. Can it be missed and well proven that the result are satisfactory.

6. **Generalization.** In this last phase the students learn to draw certain conclusions and generalizations²⁹.

Besides that, according to Friedler, Nachmias, and Linn in Koen Veermans, the discovery learning processes as :

1. Define a problem
2. State a hypothesis
3. Design an experiment
4. Observe, collect, analyze and interpret data
5. Apply the result
6. Make prediction on the basis of result of previous experiments³⁰.

From the statements above, it can be constructed that the procedure of Discovery Learning Model in Descriptive text:

From the result above, the procedure of discovery learning is to make the learners get the knowledge automatically after they had analyzed, evaluated and synthesize the information that had been learned.

1. Stimulation

First of all, in this stage students are given a stimulus to attract student responses, the teacher presents an image of descriptive text.

2. Define a problem

After that, the teacher presents a problem to students, for example by giving a question about descriptive text.

²⁹ *Op.cit.*, p. 9195

³⁰ Koen Veermans, “*Intelligence Support for Discovery Learning*”. Thesis University of Twente, (Netherland: Twente University Press, 2002), p.8.

3. State a hypothesis

At this stage students are asked to state the hypothesis about descriptive text.

4. Data Collection

The process of collecting data to identify problems in descriptive texts presented by the teacher.

5. Analyze and Interpret Data

In this stage students are asked by the teacher to write descriptive text according to the topic or picture given by the teacher.

6. Verification

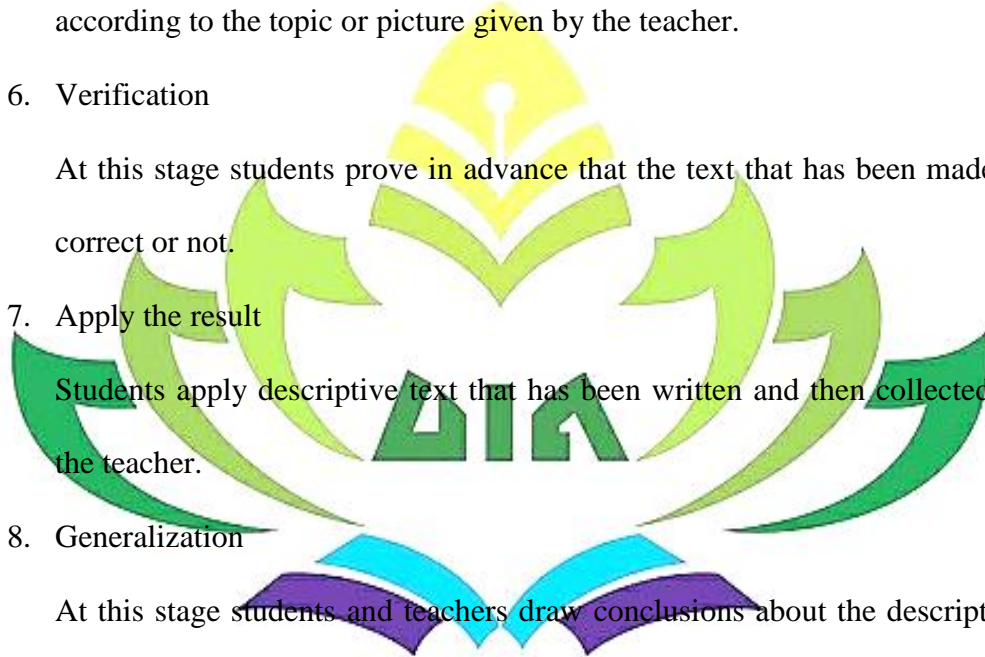
At this stage students prove in advance that the text that has been made is correct or not.

7. Apply the result

Students apply descriptive text that has been written and then collected to the teacher.

8. Generalization

At this stage students and teachers draw conclusions about the descriptive text material that has been taught.



I. The Strength and Weakness of Using Discovery Learning Model

According to Tata, the strength of using discovery learning model are :

- 1) increasing the intellectual potential,
- 2) shifting values from extrinsic to intrinsic,

- 3) to improving long memories,
- 4) heuristic learning of the findings.

In addition, there are weakness of discovery learning model are :

- 1) Teacher feel fail to detect a problem and there is misunderstand between teacher and students
- 2) Wasting the time
- 3) Consuming teacher's work
- 4) It is not all students who be able to discover³¹

Based on the strength and weakness above, it show that Discovery Learning Model is not only a good activity in teaching learning but also have many advantages to use this model in teaching learning process.

J. Concept of Teaching Free Writing

Oshima and Hogue state, "Free Writing is brainstorming activity in which you write freely about a topic because you are looking for a specific focus. While you are writing, one idea will speak another idea. As with listing, the purpose of Free Writing is generate as many ideas as possible and to write them down without worrying about appropriateness, grammar, spelling, logic, or organization. Remember, the more you freewrite, the more ideas you will have. Do not worry if your mind seems to "run dry". Just keep your pencil

³¹ Tota Martaida, Nurdin Bukit, & Eva Marlina G. *The Effect of Discovery Learning Model on Student's Critical Thinking and Cognitive Ability in Junior High School*. IOSR Journal of Research & Method in Education (IOSR-JRME) Vol.7, Issue.6. (Nov-Dec 2017) p.2.

moving.³² It means that free writing can be used by the students help to generate the idea and engage themselves more deeply in writing their expressions dealing with their imagination or their own experience.

According to Zemach and Rumisek that when you free write. You write whatever comes into your head about your topic, without stopping. Free Writing help you practice *fluency* (writing quickly and easily). When you free write. You do not need to worry about *accuracy* (having correct grammar and spelling). Do not check your dictionary when you free write. Do not stop if you make a mistake. Just keep writing.³³

Based on theories above the researcher concludes that free writing is one technique to teaching writing for the students and help them to generate the idea and engage themselves more deeply in writing their expressions dealing with their imagination or their own experience.

K. Procedure of Free Writing

According to Oshima and Hogue steps of Free Writing are:

1. Write the topic at the top of your paper.
2. Write as much as you can about the topic until you run out the ideas.
Include such supporting items as facts, details, and examples that come into your mind about the subject.
3. After you have run out of the ideas, reread your paper and circle the main idea(s) that you would like to develop.

³² Alice Oshima and Ann Hogue, *Writing Academic English*, Third Edition, (New York: Addison Wesley Long, 1999), p.6

³³ Dorothy Ez Zemach and Lisa A. Rumisek, *Academic Writing*, (New York: Macmillan, 1999), p.7

4. Take each main idea and freewriting again.³⁴

In addition, there are steps of Free Writing:

1. The teacher gives the topic.
2. The students write about the topic until run out of ideas.
3. After the student runs out ideas, the teacher asks the students reread students' paper and circle main idea.
4. After the students finish free writing, the teacher underlines or circle the students' mistakes. (Example: spelling mistakes, wrong construction and etc)
5. The teacher gives before the time end.
6. The teacher discusses about students' mistakes and then gives them correct ones.³⁵

From the statements above, the researcher constructed that the procedure of free writing in Descriptive text:

1. The teacher will explain about definition free writing, generic structure and language feature of descriptive text, and give the example.
2. The teacher gives the topic related to the descriptive text.
3. The teacher guides the students to explore idea if the students does not have any idea of what to write about.
4. The students start to write with using free writing.
5. The students submit their writing and the teacher check students writing.

³⁴ Alice Oshima and Ann Hogue, *Writing Academic English*, Third Edition, (New York: Addison Wesley Long, 1999), p.6

³⁵ Forget A, *Max Teaching with Reading and Writing*, (Demand: Trafford Publishing, 2004),p.147

6. After the students finish using free writing, the teacher underlines or circle the students mistakes. (example : spelling mistakes, wrong constructionn and etc)
7. The teacher gives students mistakes in writing descriptive text and discusses together.
8. The teacher will tell students progress in writing descriptive text.

L. Frame of Thinking

Writing is always difficult to be mastered by students because it involves some language components such as vocabulary, grammar, spelling, and so on. Therefore, in order to easy students in learning writing, it is needed on effective use of model. One of the model that is considered to be effective to teach writing is Discovery Learning.

Discovery learning is very suitable for improving students' writing, because in discovery learning, students learn the process of finding something, here students could publish their result through the process of writing by discovery learning. Besides, discovery learning is a model of learning that can be fun for students during teaching learning process, because in its work, students can work together with their friends to find the material that will be learned. It relates with one of the ways to develop students' writing is comfortable.

Based on the explanation above, the researcher wants to find out whether there is influence of using Discovery Learning towards students “writing ability in descriptive text at the first semester if the tenth grade of SMA Muhammadiyah 2 Bandar Lampung.

The frame of theories described in figure I below

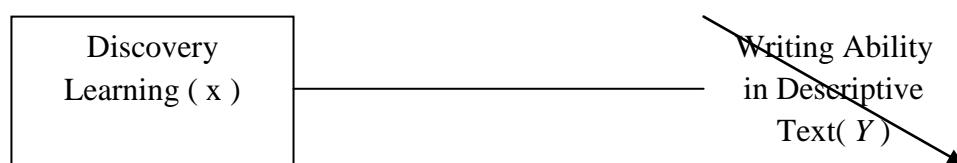


FIGURE 1. FRAME OF THINKING

M. Hypothesis

Based on the frame of thinking above, the researcher formulated the hypotheses as follows:

Ha : there is a significant influence of using discovery learning model towards students' writing ability in Descriptive text at the first semester of the tenth grade of SMA Muhammadiyah 2 Bandar Lampung in the academic year 2017/2018.

Ho : there is no significant influence of using discovery learning model towards students' writing ability in Descriptive text at the first semester of the tenth grade of SMA Muhammadiyah 2 Bandar Lampung in the academic year 2017/2018.

CHAPTER III

RESEARCH DESIGN

A. Research Design

This research, used quasi experimental research design. Especially pre-test and post-test control group design which seeing the students' writing descriptive text ability by using discovery learning model. According to Creswell, quasi experiments include assignment, but not random assignment of participants to groups. We applied the pre-test and post-test design approach to a quasi experimental. The researcher assigned intact groups the experimental and control treatments, administers a pre-test to both groups, conducts experimental treatments activities with the experimental only, and then administers a posttest to asses the differences between the two groups.³⁶ Its means that in quasi experimental design the writer used the pre-test and post-test design approach. The writer gave pre-test and post-test for both of class groups to know the differences between the two groups and only conducted the experimental treatment in experimental class.

This research, used two-classes, they were the experimental class and control class. The experimental class received treatment by using Discovery Learning Model and the control class was taught by using Free Writing.

³⁶ John W. Creswell, *Educational Research, Quantitative and Qualitative research*, Fourth Edition (Boston: Pearson Education, 2012), p.309-310

The design can be presented as follows:

G1: T1 X T2

G2: T1 O T2

Note:

G1 : Experimental class

G2 : Control class

T1 : Pre-test

T2 : Post-test

X : Treatment by using discovery learning model

O : Treatment by using Free Writing

B. Variable of the Research

There are two variables that were investigated in this research, they are:

1. Independent variable was Discovery Learning Model symbolized as (X)
2. Dependent variable was students' writing ability in Descriptive text symbolized as (Y)

C. Operational Definition of Variable

The operational definition of variables are as follows:

1. Discovery learning is a learning model, where students build their own knowledge by conducting experiment to find a principle from such experiment. This learning model makes students learn independently. Teachers can use this model to help students improve their writing ability

2. Students' descriptive text writing ability was the students' ability to produce a text, which describes briefly object was describe about person and place which fulfills good mastery of aspects of writing including content, organization, vocabulary, language, and mechanics.

D. Population, Sample and Sampling Technique

1. Population

Arikunto says, "Population is all subject of the research."³⁷ A population is a set for (or collection) of all elements processing one or more attributes of interest.³⁸ According to Marczyk, the population is all individuals of interest to the writer.³⁹ Therefore, population is a subject as a research because subject is interested in our research. It is important that the sample be representative of the population from which is chosen. The population of the research was the students at the first semester of the tenth grade of SMA Muhammadiyah 2 Bandar Lampung in the academic year of 2018/2019 which consist of 162 in six classes. It can be seen in the table 2

³⁷ Suharsimi Arikunto, *Procedure Penelitian Suatu Pendekatan Praktis*, (Jakarta: Rineka Cipta, 2006), p.130

³⁸ Ibid

³⁹ Geoffrey Marczyk, *Essential of Research Design and Methodology*, (Canada: John Wiley & Sons, Inc, 2005), p. 18.

Table 2
The Situation of the Tenth Grade of SMA Muhammadiyah 2 Bandar
Lampung in the Academic Year of 2017/2018

No	Class	Gender		Total
		Male	Female	
1	X MIA1	12	15	27
2	X MIA 2	13	14	27
3	X MIA 3	12	15	27
4	X IIS 1	13	14	27
5	X IIS 2	12	15	27
6	X IIS 3	12	15	27
The Total Number of Students				162

Source: SMA Muhammadiyah 2 Bandar Lampung year 2018/2019

2. Sample

The sample of the research were two classes. One was the experimental class and the other was the control class. From the population above, the researcher took classes as sample of the research. The researcher get X MIA 3 experimental class that consisted of 27 students and X IIS 3 as the control class that consisted 27 students. So the total number of the sample are 54 students.

3. Sampling Technique

In getting the sample from population, the researcher used cluster random sampling. Fraenkel and Wallen say that the selection of groups, or cluster of subjects rather than individuals was known as cluster random sampling.⁴⁰ The experimental and control class were chosen randomly by using a small paper. The name of each class is written a small piece of paper

⁴⁰ Jack R. Fraenkael and Norman E. Wallen, *How to design and Evaluate Research in Education*, Seventh Edition, (New York: McGraw-Hill, 2009), p.95

and then the papers are rolled and shaken. The first paper is an experimental class and the second paper is a control class.

E. Data Collecting Technique

In collecting data, the writer used :

1. Pre-test

Pre-test used to know the students' writing ability before the treatment. The type of test was written form. The researcher asked the student to make a descriptive text from the topic.

2. Treatment

The researcher was conducted treatment to be applied in discovery learning model in experimental class but the writer used the free writing in control class.

3. Post-test

Post-test used to know the students' writing ability. The students make descriptive text with their own idea by using discovery learning model.

F. Research Instrument

In this research, the instrument was a test. The test is written, this test aimed to measure the students' writing ability. In this case, the students chose one of the topics and then the researcher asked the students to make a descriptive text with their own idea. The researcher gave allocation 60 minutes. The students had to make an essay of descriptive text. The text use present tense.

The topics are:

- a. Pre-test instruments
 - 1. R.A Kartini
 - 2. Tanjung Setia Beach
 - 3. My Favorite Bag
- b. Post-test instruments
 - 1. Joko Widodo
 - 2. Way Kambas National Park
 - 3. My Favorite Shoes

G. Research Procedure

The procedure of this research as follows:

1. Planning

- a) Determining the subject of the research

The subject of the research was the students at the first semester of the tenth grade of SMA Muhammadiyah 2 Bandar Lampung.

- b) Preparing the pre-test

The researcher prepared a kind of test that was given to the students and the researcher used the instruments for the pre test and post test.

- c) Determining the material

The researcher determined the material that would be taught to the students and the material was descriptive text.

d) Conducting the treatment

The researcher conducted the treatment within three meeting in each class. In the experimental class, the researcher used Discovery Learning Model. In the control classes, the researcher will be used freewriting.

e) Preparing post-test

The researcher conducted the post-test after giving a treatment to know the students' descriptive text writing ability.

f) Analyzing the result (pre-test and post-test)

After finishing scoring students' work, the researcher compared the result of post test between experimental class and control class. To know the post-test score of experimental class was higher than control class.

2. Application

After making plan, the researcher tries to play research procedure. The steps as follows :

1. The first meeting for pre-test. The researcher gave pre-test to students, the test is making a descriptive text consist of minimally ten sentences to know students' descriptive text writing ability before getting the treatment with the topics provided.
2. In the second meeting, the researcher conducted the treatment by using discovery learning model in the experimental class and using freewriting in the control class.
3. In the last meeting, the researcher will gave post-test. The researcher as a teacher asked to students to make a descriptive text that consist of

minimally ten sentences to know students' descriptive text writing ability after being given treatment.

3. Reporting

The last step that should be done in the research procedure was reporting. There are as follows :

- a) Analyzing the data that ready obtained from pre-test and post-test.
- b) Making a report of findings.

H. Scoring Scale for Evaluating Students' Writing Ability in Descriptive Text

The score of test will be calculated based on the following scoring system proposed by Tribble:⁴¹

Table 3
Scoring System

Area	Score	Descriptor
Task fulfillment/Content	20-17	Excellent to very good: Excellent to very good treatment of the subject, considerable, variety of ideas or argument; independent and through interpretation of the topic; content relevant to the topic; accurate detail
	16-12	Good to average: adequate treatment of topic, some variety of ideas or argument; some independence of interpretation of the topic; most content relevant to the topic; reasonably accurate detail
	11-8	Fair to poor: treatment of the topic is hardly adequate, little variety of ideas or argument; some irrelevant content to the topic; lacking detail
	7-5	Very poor: inadequate treatment of topic, no variety of ideas or argument; content irrelevant, or very restricted; almost no useful detail.

⁴¹ Crisstopher Tribble, *Language Teaching Writing*, (New York: Oxford University Press, 1996), p. 130.

	4-0	Inadequate: fails to address the task with any effectiveness
Organization	20-17	Excellent to very good: fluent expression, ideas clearly stated and supported; appropriately organized paragraphs or sections; logically sequenced (coherence); connectives appropriately used (cohesion)
	16-12	Good to average: uneven express, but main ideas stand out; paragraphs or sections evidents; logically sequenced (coherence); some connectives used (cohesion)
	11-8	Fair to poor: very uneven expression, ideas difficult follow, little sense of paragraphing/organization; does not help the reader; logical sequenced difficult to follow(coherence); connectives largely absent (cohesion)
	7-5	Very poor: very uneven expression, ideas very difficult to follow, little sense of paragraphing/organization; no sense of logical sequence
Vocabulary	20-17	Excellent to very good: wide range of vocabulary; accurate word/idiom choice and usage; appropriate selection to match register
	16-12	Good to average: Adequate range of vocabulary; occesaional mistakes in word/idiom choice and usage; register not always appropriate
	11-8	Fair to poor: Limited range of vocabulary; a noticeable number of mistakes in word/idiom choice and usage; register not always appropriate
	7-5	Very poor: no range of vocabulary;; uncomfortably frequent mistakes in word/idiom choice and usage; no apparent sense of appropriate
	4-0	Inadequate: fails to address his aspect of the task of any effectiveness
Language	30-24	Excellent to very good: confident handling of appropriate structure, hardly any errors of agreement, tense, number, word order, articles, pronouns, prepositions, meaning never obscured
	25-18	Good to average: acceptable grammar-but problem with more complexes structures; mostly appropriate structures; some error of agreement, tense, number, word order, article, pronouns, prepositions; meaning sometimes obscured

	17-10	Fair to poor: insufficient range of structure with control only shown in simple constructions; frequent errors of negotiation, agreement, tense, number, word order, articles, pronouns, preposition, meaning often obscured
	9-6	Very poor: major problem with structures even simple ones; frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions; meaning often obscured
	5-0	Inadequate: fails to address his aspect of the task with any effectiveness
Mechanics	10-8	Excellent to very good: demonstrates full command of spelling, punctuation, capitalization, and layout
	7-5	Good to average: occasional errors in spelling, punctuation, capitalization, layout.
	4-2	Fair to poor: frequent errors in spelling, punctuation, capitalization, and layout
	1-0	Very poor: fails to address his aspect of the task with any effectiveness

$$\text{Final Score} = C+O+V+L+M = 20 + 20 + 20 + 30 + 10 = 100$$

Note:

C : content (20)

O : Organization (20)

V : Vocabulary (20)

L : Language (30)

M : Mechanics (10)

I. Validity , Readability and Reliability Test

1. Validity Test

A good test was the best than has validity. According to Arthur, “the validity test is conducted to check whether the test measures what is intended to be measured”.⁴² It means, by using validity test we had known whether test that we were done was valid or not. Best and Kahn state, that a test was valid

⁴² Hughes Arthur, *Testing for Language Teacher*, Second Edition, (Cambridge University Press, 2003), p.26

if it was measured. To measure whether the test had good validity or not, the writer used the content and construct validity.

1. Content Validity

Content validity was concerned with whether the test is sufficiently representative and comprehensive for the test. In the content validity the material that given was suitable with the curriculum use. It means that the researcher will give the test to the sample based on curriculum in the school. To get the content validity of the test, the researcher try to arrange the material based on objectives of teaching in the school based on curriculum and syllabus for the tenth grade of SMA. (It can be seen in Appendix 04. KI 3 and KD 3.7) descriptive text was taught in tenth grade of senior high school and descriptive text was describe about person and place.

2. Construct Validity

Construct validity focused on kind of the test that used to measure the ability. According to Setiyadi, construct validity is used to measure perception, language behavior, motivation, even the language ability.⁴³ In this research, the researcher will administer a writing test and technique of scoring the students' writing based on the five aspects of writing: they are content, organization, vocabulary, language/grammar and mechanics. In this case, to know whether the instruments have fulfilled the criteria of content and

⁴³ Ag. Bambang Setiyadi, *Metode Penelitian untuk Pengajaran Bahasa Asing Pendekatan Kuantitatif dan Kualitatif*, (Yogyakarta: Graha Ilmu, 2006), p.26

construct validity the researcher will consult the instrument test to the Mrs. Zuniyawati as an English teacher at the school. It was done to make sure that the instrument was valid (It can be seen in Appendix 09).

2. Readability Test

Kouame states that Readability tests are indicators that measure how easy direction and instruction read and understood.⁴⁴ The readability of the writing give to the some students in the tenth grade as the test takers. The researcher conducted readability in order to see the clarity of the direction and readability test was conducted before the treatment which was given by the researcher.

3. Reliability Test

Reliability means the data can be believed so it can be relief on.⁴⁵ A good test should have high reliability besides having high validity. To get the reliability of the tes, inter-rater reliability was used. It was used when scores on the test are independently estimated by two or more judges or rater. In this case, they were the English teacher at SMA Muhammadiyah 2 Bandar Lampung, and the researcher, who examined the learners' writing test of descriptive text.

⁴⁴ Julien B. Kouame, *Using Readability Test to Improve the Accuracy of Evaluation Documents Intended for Low-Literate Participants*, Journal of Multi Diciplinary Evaluation, Valume6, Number 1 ISSN 1556-8180 August 2010

⁴⁵ Ibid, p.253

To estimate the reliability of the descriptive text writing test, the Cohen's Kappa formulation was used by SPSS (*Statistical Package for Social Sciences*) version 17.

Furthermore, to know the degree or the level of the reliability of writing test, the criteria was consulted as follows : ⁴⁶

<u>Kappa</u>	<u>Agreement</u>
< 0	Less than chance agreement
0.01 – 0.20	Slight agree ment
0.21 – 0.40	Fair agreement
0.41 – 0.60	Moderate agreement
0.61 – 0.80	Substantial agreement
0.81 – 0.99	Almost perfect agreement

From the data gained, it was known that the reliability of post-test were moderate and substantial.

A. Data Analysis

After collecting the data, the researcher is going to analyze the data by using independent sample t-test. There were two tests that must be done before analyzing the data by using independent sample t-test. They are normality test and homogeneity test.

1. Fulfillment of the Assumptions

a. The Normality Test

The normality test is used to know whether the data in the experimental class and control classes are normally distributed or not.⁴⁷ In

⁴⁶ Bambang Setiyadi, *Loc.Cit*, p.19

⁴⁷ Budiyono, *Statistika untuk Penelitian*, (Surakarta: University Press, 2004), p.170

this research, the researcher used statistical computation by using SPSS (Statistical Program for Social Science). The test of homogeneity employing Liliefors Test.

While the criteria of acceptance or rejection of normality test are as follows:

H_0 is accepted if $\text{sig} \geq \alpha = 0.05$

H_a is accepted if $\text{sig} < \alpha = 0.05$

The hypotheses for the normality test are formulated as follows:

H_0 : the data are normally distributed

H_a : the data are not normally distributed.

b. Homogeneity Test

After the researcher gets the conclusion of normality test, the researcher did the homogeneity test in order to know whether the data homogenous or not. In this research, the researcher used statistical computation by using SPSS (Statistical Program for Social Science). The test of homogeneity employing Levene's Test.

While the criteria of acceptance or rejection of homogeneity test are as follows:

H_0 is accepted if $\text{sig} \geq \alpha = 0.05$

H_a is accepted if $\text{sig} < \alpha = 0.05$

The hypotheses for the homogeneity test are formulated as follows:

H_0 = the variances of the data are homogenous

H_a = the variances of the data are not homogenous

2. Hypothetical Test

After the researcher known that the data normal and homogeneous, the data was analyzed by using independent sample t-test in order to know the significance of the treatment effect. In this case, the researcher used statistical computation by using SPSS (Statistical Program for Social Science) for hypothetical of test.

While the criteria acceptance or rejection of hypotheses test are:

H_a is accepted if $\text{sig} < \alpha = 0.05$

H_o is accepted if $\text{sig} \geq \alpha = 0.05$

The hypotheses were:

H_0 : There is no significant influence of using discovery learning towards students' writing ability in descriptive text at the first semester of the tenth grade at SMA Muhammadiyah 2 Bandar Lampung in academic year of 2018/2019.

H_a : There is significant influence of using discovery learning towards students' writing ability in descriptive text at the first semester of the tenth grade at SMA Muhammadiyah 2 Bandar Lampung in academic year of 2018/2019.

CHAPTER IV RESULT AND DISCUSSION

A. Research Procedures

The research was conducted on October 2018. Before conducting the research, firstly the researcher asked permission to the headmaster and the English teacher at the school. After having the permission, the researcher conducted through the following steps:

1. Determining the subject of research, namely students at the first semester of the tenth grade of SMA Muhammadiyah 2 Bandar Lampung.
2. Designing the test which was the writing test.
3. Determining the sample of research by using cluster random sampling
4. Holding the readability of the test (it was given to the students of the research sample).
5. Holding pre-test in order to know the students' score in descriptive text writing ability before they had treatment.
6. Analyzing the data gotten through pre-test.
7. Giving the treatment to the sample of the research by implementing Discovery Learning Model in teaching and learning descriptive text writing ability.
8. Holding post-test in order to know the students' score in descriptive text writing ability after the treatments.
9. Analyzing the data got through post-test. The data were analyzed by using SPSS.

10. Testing the hypothesis and making the conclusion.

11. Reporting the result of the research.

B. Process of Treatment in Experimental and Control Class

The research had been conducted since September 12th until October 12th of 2018. This research had been carried through three steps. They involved pre-test, three time treatments, and post test. Before the test was used as an instrument to collect the data, the researcher prepared the items as the instrument of the test. The choice of the instrument had been done by considering three categories, readability, validity, and reliability. The test was given for control and experimental class. Before the activities were conducted, the researcher determined the materials and lesson plans. The experimental class was taught by using Discovery Learning Model and control class used Free Writing technique.

1. Description of The Treatment in Experimental Class

a. Description of the First Treatment in Experimental Class

The first treatment was administrated on Monday, September 17th, 2018. The first treatment the researcher found out some students looked nervous. The lesson began by checking the attendance list. The students were not interested when the researcher said about writing. They thought that writing was difficult. This situation was the same as the data that the researcher got from the teacher in the preliminary research where some students still could not make a descriptive text because they were lack of vocabulary, grammar, punctuation, and they were afraid of making

mistake. In addition the students have difficulties in writing descriptive text because the teacher did not use interesting technique to teach writing and the teacher just gave the score after the students make a descriptive text.

From the situation above, the researcher gave the motivation first. The researcher shared her experience when she was student in Senior High School. Then, the researcher gave the students a stimulus to attract students responses, the teacher presents an image of descriptive text. After that the students define a problem that given by the researcher about descriptive text and then the students collecting data to identify problems in descriptive text. After students collecting data about descriptive text, the researcher asked the students to make descriptive text with the picture that given by the researcher about Describe a Lampung Governor M Ridho Ficardo, after that the students make the text. Students apply descriptive text that has been written and then collected to the researcher. After the students collected to the researcher, the students and the researcher draw conclusion about the material that has been taught. In the first meeting some students could follow the instruction from the researcher about the steps to make descriptive text and just little students still confused to make descriptive text.

2. Description of the Second Treatment in Experimental Class

The second treatment was administrated on Wednesday, September 19th 2018. In the second treatment, was better than the first meeting because the students' did not look nervous and feel afraid anymore. They felt enjoyable with the material about descriptive text. The researcher started the teaching learning process by reviewing the material about descriptive text and gave a stimulus again to the students by showing picture. After that the students define a problem that given by the researcher about descriptive text and then the students collecting data to identify problems in descriptive text. After students collecting data about descriptive text, the researcher asked students to write descriptive text with the topic given by researcher. The topic of the second meeting was "My School", after that the students make the text. Students apply descriptive text that has been written and then collected to the researcher. After the students collected to the researcher, the students and the researcher draw conclusion about the material that has been taught. In the second meeting, the students looked more interesting than the first meeting.

3. Description of the Third Treatment in Experimental Class

The third treatment was administrated on Thursday, September 20th 2018. In the third treatment, the last meeting. The class condition became quiet when the researcher enter the class. The students paid attention in the researcher's instruction. Firstly, the researcher begin by repeating the material that has been taught before. gave a stimulus again to the students

by showing picture. After that the students define a problem that given by the researcher about descriptive text and then the students collecting data to identify problems in descriptive text. After students collecting data about descriptive text, the researcher asked students to write descriptive text with the picture given by researcher, after that the students make the text. Students apply descriptive text that has been written and then collected to the researcher. After the students collected to the researcher, the students and the researcher draw conclusion about the material that has been taught

In this cycle, the students were interested in teaching learning process, it can be proved by their motivation in understanding descriptive text. Students also were enthusiastic to do task individually. So that the result was satisfied compared than previous treatment.

4. Description of the Treatment in Control Class

The researcher conducted the treatment in control class in three meeting. First meeting was administrated on Wednesday, September 19th 2018, second meeting on Thursday, September 20th 2018, and the third meeting on Wednesday, September 25th 2018. When the researcher did the treatment in control class the researcher found that the students in control class were not enthusiastic when the researcher said about writing. They looked not uncomfortable when the researcher came to their class. Then, the researcher tried to explain about descriptive text. The researcher explained about the generic structure, language feature of descriptive text.

After that the researcher explained about free writing technique the students looked so bored. They were not pay attention the researcher. Further, the researcher asked the students to write the title in piece of paper.

The students wrote the main idea from descriptive text that they were thinking until they found the main idea. After the students finished write the main idea, the students read again their written. Then, they were made a circle in the main idea of the topic. The students found the main idea then the students wrote again. Then, the researcher asked the students to collect their written, they were said that they were not finished it. In this situation the students looked lazy to write. They were said to the researcher that they could not write, they were confused what they want to write. The students said that they were not knew how to found the main idea. And the situation in the class was noisy because the students talking each other.

Based on the treatment in control class, the researcher found that treatment in control class was not run well. It was shown that the students were not paying attention to the researcher. The students were not enthusiastically. The condition of the class was noisy. The students lazy to wrote. The students was bored with the technique that researcher used. The students were not interisting with the treatments when the researcher did to teach them.

C. Data Analysis

There were six classed at the tenth grade of SMA Muhammadiyah 2 Bandar Lampung, they were X MIA 1, X MIA 2, X MIA 3, X IIS 1, X IIS 2 and X IIS 3. In this case, class X MIA 3 as experimental class and X IIS 1 as control class. After the researcher gave the pre-test and post-test between experimental and control class, the researcher got the score that would be compared to know whether there was a significant influence for the students descriptive text writing ability after they were given treatment by Discovery Learning Model.

1. Result of the Pre-test in Experimental Class

The researcher conducted the pre-test in order to know the students writing ability in descriptive text before the treatment. The pre-test conducted on Wednesday, September 12th, 2018 at 10.30 a.m. The score in the control class can be seen in figure 2.

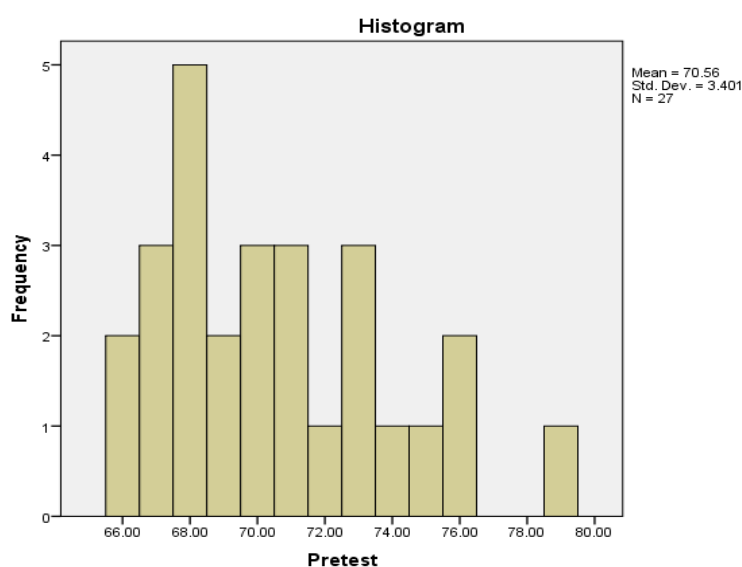


Figure 2
Result of pre test in experimental class

Before did treatment, the researcher found that from 27 students in experimental class. Based on the figure 2, the mean of pre-test was 70.56, standard of deviation was 3.401, N was 27, median was 70.00, variance was 11.564, minimum score was 66.00, and maximum score was 79.00. It showed students' descriptive text writing ability before they got treatments.

2. Result of Pre-test in Control Class

The researcher conducted pre-test in order to find out the students descriptive text writing ability before the treatment. The pre-test conducted on Thursday, September 12th, 2018 at 13.00 a.m. The score in control class can be seen in figure 3.

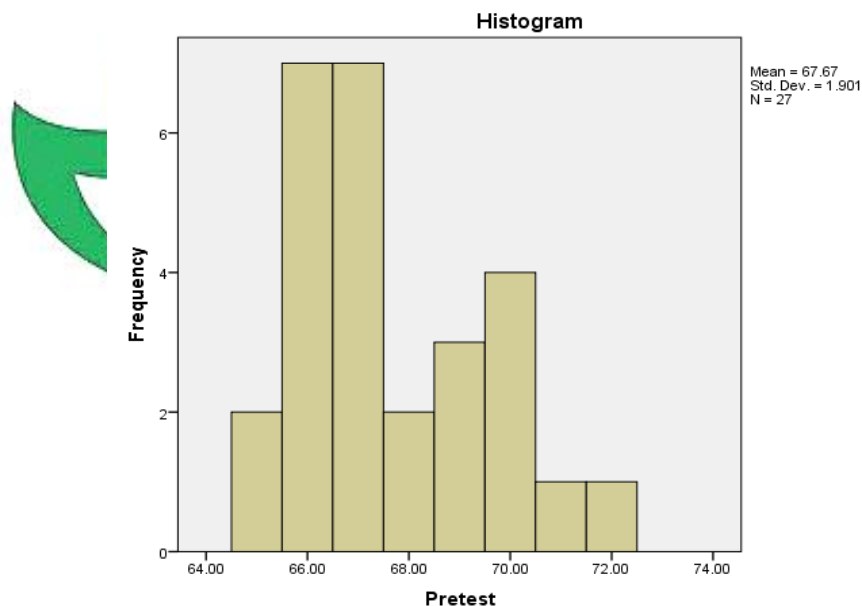


Figure 3
Result of pre test in control class

Based on the figure 3, the mean of pre-test was 67.67, standard of deviation was 1.901. N was 27, median was 67.00, variance was 3.615,

minimum score was 65.00, and maximum score was 72.00. It showed students' descriptive text writing ability before they got treatments.

3. Result of Post-test in Experimental Class

The researcher gave post-test in experimental class to know students' writing ability in descriptive text after the treatment. The researcher conducted post-test in order to see whether the students' score increased or not. The post-test was conducted on . The score of post-test in experimental class are presented in figure 4.

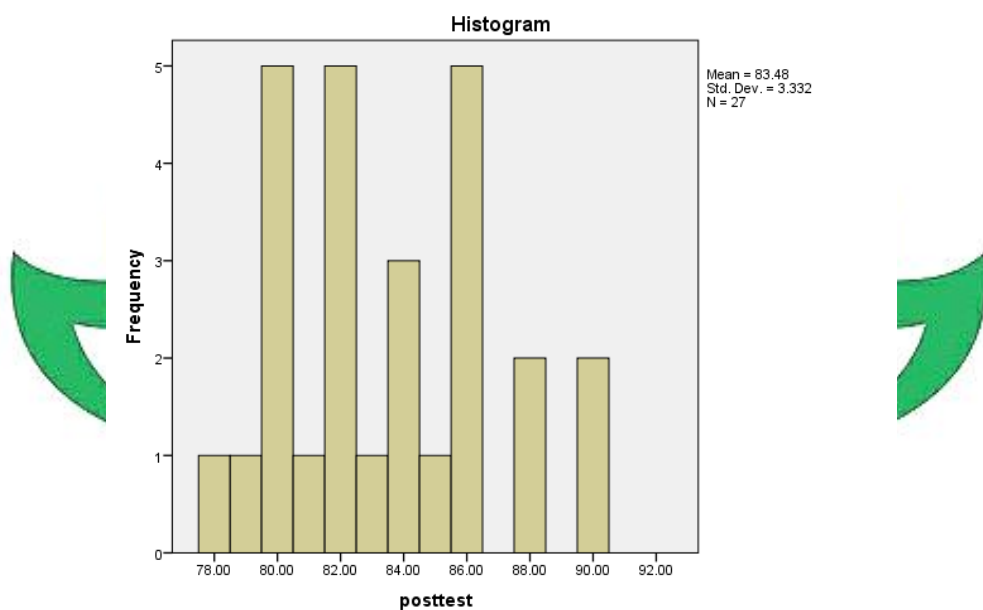


Figure 4
Result of post test in experimental class

Based on the figure 4, the mean of post-test in experimental class was 83.48, standard deviation was 3.332, N was 27, median was 83.00, variance was 11.105, minimum score was 78.00, and maximum score

was 90.00. It showed students' descriptive text writing ability after they got treatments.

4. Result of the Post-test in Control Class

The researcher gave post-test in experimental class to know students' writing ability in descriptive text after the treatment. The researcher conducted post-test in order to see whether the students' score increased or not. The post-test was conducted on . The score of post-test in experimental class are presented in figure 5.

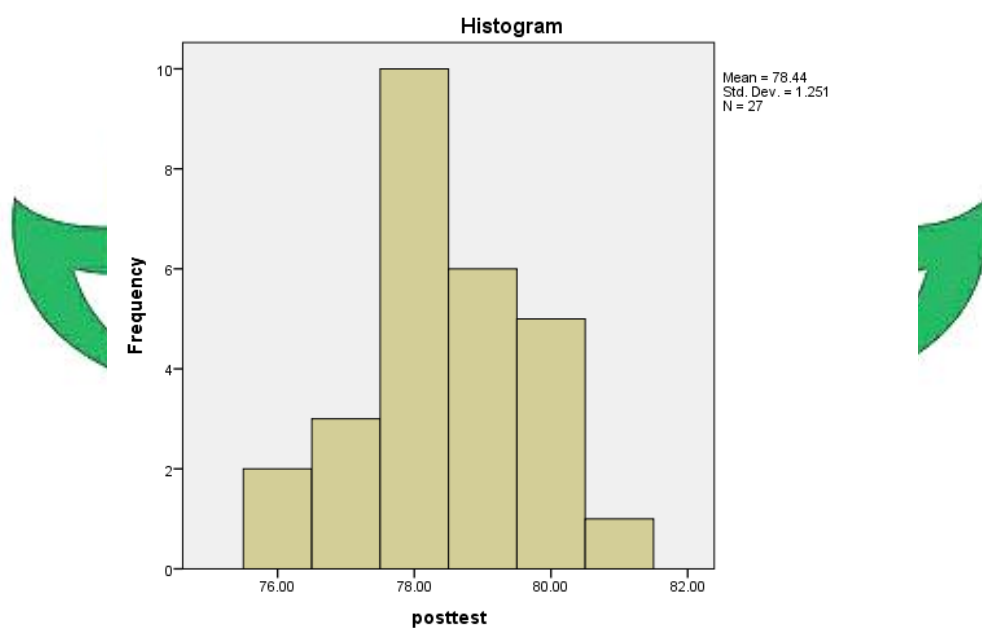


Figure 5
Result of post test in control class

Based on the figure 5, the mean of post-test in control class was 78.44, standard deviation was 1.251, N was 27, median was 78.00, variance was 1.564, minimum score was 76.00, and maximum score

was 81.00. It showed students' descriptive text writing ability after they got treatments.

5. Result of Normality Test

The normality is used to know whether the data, in experimental and control class, has the normal distribution or not. In this research, the researcher used statistical computation by using SPSS (*Statistical Program for Social Science*). The hypotheses for the normality test are formulated as follows:

H_0 : the data are normally distributed.

H_a : the data are not normally distributed.

While the criteria of acceptance or rejection of normality test are as follows:

H_0 is accepted if $\text{Sig} (P_{\text{value}}) > \alpha = 0.05$

H_a is accepted if $\text{Sig} (P_{\text{value}}) < \alpha = 0.05$

Table 4

The Normality Test of Experimental and Control Class

	class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
gain_score	experimental class	.186	27	.018	.937	27	.106
	control class	.150	27	.120	.928	27	.061

a. Lilliefors Significance Correction

Based on the Table, it can be seen that Sig. (p_{value}) for experimental class was 0.106 and Sig. (p_{value}) for control class was 0.061 and $\alpha = 0.05$. It means that $\text{Sig.} (p_{\text{value}}) > \alpha$ and H_0 is accepted. The conclusion is

the data are in the normal distribution. It is calculated based on the gain of the experimental and control class. (see appendix 19).

6. Result of Homogeneity Test

After the researcher got the conclusion of normality test, the researcher did the homogeneity test to know whether the data was homogenous or not. The researcher used Levene. Test using SPSS (*Statistical Program for Social Science*). The hypotheses for the homogeneity test are formulated as follows :

H_0 = The variances of the data are homogenous

H_a = The variances of the data are not homogenous

While the criteria for the homogeneity test are as follows :

H_0 = is accepted if $\text{Sig. (p_value)} > \alpha = 0.05$

H_a = is accepted if $\text{Sig. (p_value)} < \alpha = 0.05$

Table 5
The Homogeneity Test of Experimental and Control Class

Test of Homogeneity of Variances

gain_score			
Levene Statistic	df1	df2	Sig.
.033	1	52	.856

Based on the Table, it can be seen that $\text{Sig. (P_value)} = 0.856 > \alpha = 0.05$. It mean that H_0 was accepted because $\text{Sig. (P_value)} > \alpha = 0.05$. The variance of the data was homogenous. (see appendix 20).

7. Result of Hypothetical Test

After the researcher knew that the data are normal and homogenous, the data analyzed by using independent sample t-test in order to know the significance of the treatment effect.

The hypotheses as follows:

H_a : There is a significant influence of using Discovery Learning Model toward students writing in Descriptive Text at the first semester at the tenth grade of SMA Muhammadiyah 2 Bandar Lampung in the academic year 2018/2019.

H_o : There is no significant influence of using Discovery Learning Model toward students writing in Descriptive Text at the first semester at the tenth grade of SMA Muhammadiyah 2 Bandar Lampung in the academic year 2018/2019.

While the criteria for acceptance or rejection of the hypothesis are :

H_o = is accepted if Sig. (p_{value}) $> \alpha = 0.05$

H_a = is accepted if Sig. (p_{value}) $< \alpha = 0.05$

Table 6
The Result of Hypothetical Test

T	Df	Sig. (2-tailed)
4.982	52	.000
4.982	51.744	.000

Based on the result obtained in the table, it is clear that the value of significant generated Sig. (P_{value}) = 0.000 $< \alpha = 0.05$. So, H_o is rejected and H_a is accepted. Based on the computation, it can be concluded that

there was a significant influence of using Discovery Learning Model toward students writing in Descriptive Text at the first semester at the tenth grade of SMA Muhammadiyah 2 Bandar Lampung in the academic year 2018/2019. (see appendix 21)

D. Discussion

Based on the research that had been conducted, there was a significant influence of influence of using Discovery Learning Model toward students writing in Descriptive Text at the first semester at the tenth grade of SMA Muhammadiyah 2 Bandar Lampung. Discovery learning model help the students develop their ideas especially in making descriptive text. Based on the result of research, the researcher did the pre-test to know the students' ability before the treatment. The result showed that the mean score of pre-test between experimental class and control class were slightly different. The mean score of pre-test in experimental class was 70.56. While the mean score of pre-test in control class was 67.67.

In this research, discovery learning model was assumed effective to improve students' writing descriptive text. It was supported by Tota, he said that Discovery learning is a model for developing active student learning by finding out on their own, investigating on its own so that the results obtained will be long lasting in memory, not easily forgotten by students.⁴⁸ By using this model, the students are able to write in unity and

⁴⁸ Tota Martaida, Nurdin Bukit, & Eva Marlina G. *The Effect of Discovery Learning Model on Student's Critical Thinking and Cognitive Ability in Junior High School*. IOSR Journal of Research & Method in Education (IOSR-JRME) Vol.7, Issue.6. (Nov-Dec 2017) p.2.

coherence. So, the researcher interested to conducted research about discovery learning model for teaching descriptive text.

Based on the identification of the problem in SMA Muhammadiyah 2 Bandar Lampung, there were some problems, the students' lack of motivation in learning because students were uninterested in following teaching learning process because the teacher did not actively involved students in the learning process. Therefore the researcher used Discovery Learning Model so that students become more active because Discovery Learning Model make the students learn to found a problem themselves.

Then, the students were lack of vocabulary, it was because freewriting that the English teacher used in teaching writing descriptive text did not support students to enrich vocabulary. The students mixed their language in English and Indonesian to shared their opinion and they did not write their opinion in the board by themself. Thus, it made the students lack in vocabulary. If the students lack in vocabulary they spent much time to think that what they had write because they did not get the ideas quickly, they had difficulty in generating the ideas, writing mechanic and grammar. In teaching writing by using Discovery Learning Model the students identify and made the students found the vocabulary to individually to enrich students vocabulary. It made the students did not spent much time to think what they had to write because they got the ideas quickly.

After that, the students writing ability was still low because when the researcher conducted pre-test in X MIA 3 as experimental class, the researcher found that their descriptive text writing was not good enough. They made grammatical mistakes, wrote incorrect spelling, and had limited or lacked vocabulary to express their ideas. The result, there were no students who got score above 75 in writing descriptive text. After the researcher conducted treatments by using Discovery Learning Model in experimental class there were many students who got score above 75 of post-test.

Furthermore, in teaching and learning writing descriptive text by using Discovery Learning Model that made the students be pasive students, because the Teacher still used ineffective technique. Teaching writing descriptive text by using Discovery Learning Model made the students more be active, easier to generated their ideas and could understand the material well.

According to Siahaan, writing is skill for communication between writer and reader. It is a product skill.⁴⁹ It means that in the learning process of writing the students must have an ability to express their ideas and thoughts in written form clearly. Discovery Learning Model help the students in expressing their ideas easier.

Based on the explanation above, it can be conclude that the students have an ability to their ideas in written form but in writing process the

⁴⁹ Sanggam Siahaan, *The English Paragraph*, Yogyakarta: Graha Ilmu, 2008, p.2

students need a technique to help them in process of their writing to make the students easier to write.

When the researcher did the treatment in experimental class, in the experimental class the researcher used discovery learning model to teach the students. The researcher found that the students looked enthusiasm in learning process. They felt enjoy in learning writing. Discovery Learning Model was an interesting model. Discovery Learning Model made the students were easy to express their idea in written form.

Different when the researcher did the treatment in control class. The researcher used freewriting technique to teach the students in control class. In teaching descriptive text used freewriting technique the researcher looked that the students were uninteresting when the researcher came to their class and explained about the writing descriptive text using freewriting technique. The researcher explained to the students about freewriting technique and the students looked not enjoy. They were not pay attention to the researcher. The condition of class was noisy. Then, the researcher asked the students to make a descriptive text using freewriting technique. The students said that they were confused to make a descriptive text, they were cannot what they want to write. They said that they were not understood about the vocabulary. Many of them were difficult in making a text. When the researcher asked the students to collect their written, then they were said that they were not finished it. The condition was happened because the technique that used by the teacher was not made

the students interesting and enjoyable in learning process especially in writing.

In this research, it can be seen that the result of students' post-test is higher than pre-test. Besides, Discovery Learning Model can improve each aspects of writing including content, organization, vocabulary, language and mechanics. The result of pre-test and post-test also showed that the students who taught by using Discovery Learning Model got better than the students who taught by using Freewriting technique. The score show that the mean of post-test in experimental class was 83.48 and the mean of post-test in control class was 78.44.

Based on the analysis of the data and the testing hypothesis, the result of the calculation is found that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. It means that the treatments had influence of using Discovery Learning Model got better than the students without using Discovery Learning Model in teaching writing descriptive text could help the students improved their writing to explore their ideas, to write paragraph using correct grammar, to use vocabularies, to write paragraph coherently and cohesively, and to use punctuation in writing sentences. Using Discovery Learning Model make the students more active and enthusiasm in learning writing especially writing descriptive text. The students freely shared their ideas.

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of data analysis and discussion previously described, the researcher draws conclusion that there is significant influence of using Discovery Learning Model towards students' writing ability at the first semester of the tenth grade of SMA Muhammadiyah 2 Bandar Lampung in academic year 2018/2019.

B. Suggestion

Based on the result of the research which has been explained in previous chapter, there are some suggestion:

a. For the teacher

It is important for the teacher to choose the model which effective to teaching writing in the classroom. Discovery Learning Model is one of recommended model for the teacher to be used in classroom to teach students' writing. It is hoped that using Discovery Learning Model can make students' will be enjoy and interest in teaching learning process.

b. For the other researcher

This research can be used as a reference for other or the next researchers who are going to conduct the same research dealing with writing descriptive text.

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